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ABSTRACT

The Native Language Reading Approach Program of the New York City Public Schools was developed as an on-site, demonstration training program for teachers and teacher aides involved in helping students to transfer reading skills from their native language to English. As implemented in 1980-1981, the program served teachers/teaching aides of Haitian, Greek, Italian, and Hispanic Elementary school students of limited English proficiency in six New York City school districts. The program strategy involved the use of resource specialists who exposed staff to on-the-job and degree-related training in applying improved techniques for teaching reading in the native language. This report describes the districts which participated in the program; teachers/teacher aides and students involved in the programs; program organization; and the details and problems of implementing the Greek, Haitian, Italian, and Spanish components respectively, in specific districts. Several advantages of the program are identified, but problems of organization are recognized as well. Recommendations for program improvement are presented. (Author/MJL)

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# FINAL EVALUATION REPORT

## E.S.E.A. TITLE VII

Grant Number: G007904168

Project Number: 5001-42-17607

## NATIVE LANGUAGE READING APPROACH PROGRAM

1980-1981

Director: Hilda Sorell

Prepared by the
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UD 022 483

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The Native Language Reading Approach Program

| | |
|---|---|
| Administrative Office: | 131 Livingston Street-Room 511<br>Brooklyn, New York 11201 |
| Year of Operation: | 1980-1981, Second year of a three year cycle |
| Target Languages: | French/Creole, Greek, Italian, and Spanish |
| Number of Participants: | 48 teachers and educational assistants |
| Number of Students Benefiting: | Approximately 1,750 students in grades K-6* |
| Number of Sites: | 6 |
| Project Director: | Hilda Sorell |

## I. PROGRAM DESCRIPTION

The Native Language Reading Approach Program is a centrally based project housed in and operating out of the New York City Public Schools headquarters. The program is under the direct administration of the Office of Bilingual Education's Center for Staff Development, Supportive, and Instructional Services.

The Native Language Reading Approach Program (N.L.R.A.P.) was developed to demonstrate an exemplary approach of training staff to help students to transfer reading skills from the native language to English. The program has been refunded for its second year of operation during fiscal year (FY) 80-81 under the provisions of E.S.E.A. Title VII. It is

*These grades are not served in all languages. For individual school characteristics refer to participating district descriptions.

considered a basic bilingual program developed to train classroom teachers and educational assistants on site in selected New York City elementary schools. It is intended that this program as applied in the various participating sites will then serve as a model for schools throughout the city. The program strategy is to expose a substantial number of professional and paraprofessional personnel to both on-the-job as well as degree-related training dealing primarily with improved techniques and methodologies which can be applied to the teaching of reading in the native language.

The program represents a collaborative effort between the Central Office of Bilingual Education and six decentralized Community School Districts (C.S.D.): C.S.D. 6 Manhattan (M), C.S.D.'s 24, 28, and 30 Queens (Q), and C.S.D.'s 17 and 32 Brooklyn (K).

In FY 80-81 six sites were served, one per participating district. Forty classroom teachers and eight educational assistants serving the proposed target population received training on site and at the central location through this project. Additionally, the staff made their services available city-wide performing such activities as teacher training, curriculum development, and organizing and presenting at city or state-wide conferences.

Approximately 170 Haitian, 70 Greek, 250 Italian, and 1,000 Hispanic background students of limited English proficiency (LEP), as identified by the Aspira and LAU consent decrees, ranging from grades K through 6 would benefit from this project.

The Title VII grant for this project for FY 80-81 amounted to $317,331.

There is no other city-wide bilingual program specifically designed to focus exclusively on the transference of reading skills from the native language to English.

PARTICIPATING DISTRICTS

C.S.D. 6

C.S.D. 6 is located in Manhattan and contains a varied, multicultural, multilingual, and multiethnic population. The district has a population of 18,000 students. The School Profiles indicate that approximately 75 percent are Hispanic, 20 percent are black American or Haitian, and 5 percent are of white American, Arabic, Greek, Chinese, Vietnamese, or Korean lineage. The majority of the Hispanic students come from the Dominican Republic with about 15 percent from other Central and South American countries. Some of these students have had little to no formal education prior to coming to this country.

P.S. 189M is located at 2580 Amsterdam Avenue, and has a population of 1,600 students. The families of 1,300 receive some form of public assistance, making it a Title I eligible school. Of the 1,600 students over 30 percent are identified as LEP. The school offers a Spanish bilingual K-6 self-contained program, a Greek pull-out program, and an English as a second language (E.S.L.) pull-out program for all LEP students irrespective of national background. The school has benefited from the services received from Projects BETA and Interaction both of which end in June '81. They also receive services from the School Volunteer program, the Arts in Education Project, and those of a bilingual coordinator funded under another Title VII grant.

C.S.D. 17

C.S.D. 17 is situated in the Crown Heights section of Brooklyn, a lower income area populated primarily by West Indian, Hispanic, and black American families. Approximately 3 percent of the district's 25,000 students are LEP. (The West Indian students, though they speak an English dialect different from American English are not considered LEP.) Haitian families have settled in C.S.D. 17 because of the availability of housing. Two-thirds of the Haitian population speak a language other than English at home, be it French or Haitian Creole.

P.S. 189K, located at 1100 East New York Avenue, is a totally bilingual school with a full day kindergarten through eighth grade, and is also known as the Bilingual Center. Students are bussed from all over the district to attend either the French/Haitian or Spanish bilingual program offered at this school. The school has a total population of 960 students: 170 are identified as LEP; 15 students in the program are black Americans from the immediate neighborhood; the rest are bilingual students. P.S. 189K also received another Title VII grant for the Haitian program in FY 80-81, pupil personnel services for the school's Hispanic component, a Chapter 720 state grant which funds the full day kindergarten, and a National Institute of Education grant to measure the effect of indirect questioning in the second language.

C.S.D. 24

C.S.D. 24 is located in Queens. It is a multiethnic community whose population ranges from the low socio-economic to the upper middle income brackets. It has 19 elementary schools and 5 junior high schools.

The public school population is upwards of 26,000 students. It should be noted that approximately 26,000 more students attend either parochial or private schools. The district serves over 50 different language groups. There exist established bilingual programs in Chinese, Greek, Italian, and Spanish.

P.S. 81Q is located in a primarily residential area at 599 Cypress Avenue. It has a total population of 1,200 students in grades K-6, of which approximately 150 have been identified as LEP. The school has a self-contained Italian bilingual program in grades 1-6. LEP students also receive services from an E.S.L. pull-out program, a remedial reading program, a Communication Arts program, and the Trilingual Education Learning Environment (TELE) program. The school's Italian program enjoys the services of the resource specialist and an educational assistant funded under this grant plus those of a resource teacher and two educational assistants funded under another Title VII grant, which will terminate in June of 1982.

C.S.D. 28

C.S.D. 28 is also located in Queens, covering an area from South Jamaica to Rego Park. It is comprised primarily of upper lower and middle income families. The district has 22 elementary and 6 junior high schools.

P.S. 82Q is located in the center of the district at 88-02 144th Street, Jamaica. It serves a lower income population and is therefore a Title I eligible school. Of the school's 480, K-6 students, 60 percent come from Spanish-speaking homes, 20 percent are black Americans, 15 percent are East Indians from rural Guiana, and 5 percent are of

French/Haitian, Greek, Hungarian, Polish, or white American background. The school offers a self-contained bilingual program in grades K-4. About 50 percent of the school's population qualify as LEP. Limited E.S.L. pull-out services are made available to the majority of these students, including the fifth- and sixth-grade Hispanic students who have been identified as LEP.

C.S.D. 30

C.S.D. 30 is situated in the Long Island City section of Queens and is comprised primarily of upper lower and middle income families. This is a multilingual, multicultural, and multiethnic district. Of the district's 22,200 students 6,139 come from homes where a language other than English is spoken, including Chinese, Greek, Italian, Korean, Vietnamese, Russian, Serbo Croatian, and Spanish.

P.S. 166Q is located at 33-09 35th Avenue. Over 20 percent of the school's 1,047 students have been identified as LEP. The school offers a limited bilingual self-contained program in Spanish as well as Greek. The Greek bilingual program is self-contained only in the first grade. Kindergarten and grades 2-6 receive required services through a pull-out program.

C.S.D. 32

C.S.D. 32 is situated in Brooklyn. It is comprised primarily of lower income families. The district has a total population of about 16,000 students largely of Puerto Rican background. The district's second largest ethnic group is black American. Thirty percent of the student population has been identified as LEP.

P.S. 274K is located at 800 Bushwick Avenue. Of the total school population of 1,400 students 70 percent are Hispanic, 20 percent are black American, and approximately 10 percent come from various African countries. The 400 students identified as LEP receive services through a K-5 self-contained Spanish bilingual program. It should be noted that the school's programs are directly affected by the high mobility which characterizes the student population at this school.

It should also be noted that in only one of the six districts participating in the N.L.R.A.P. have non-public schools demonstrated a desire to be included. The following table gives composite information as to the districts, schools, number of students and staff who have received direct services from the N.L.R.A.P. project in FY 80-81.

Table 1. Program composite.

| C.S.D. | NO. OF STUDENTS* | NO. P.S. IN DISTRICT | P.S. SERVED | SCHOOL POPULATION* | HOME LANG. OTHER ENG.* | LEP POFULATION* | STUDENTS SERVED* | PROJ. LANG. | GRADES SERVED | STAFF TO BE TRAINED PROFESSIONAL | PARAPROFESSIONAL | PERSON RESPONSIBLE FOR TRAINING | OTHER SCHOOL RESOURCE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 18,000 | 15 | 189M | 1,600 | 1,190 | 560 | 500 | Spanish | K-6 | 14 | | N.L.R.A.P. Spanish Resource Specialist | Tax Levy N.L.R.A.P. Title I BETA Interaction School Vol. Arts in Ed. TELE Title VII |
| 17 | 25,000 | 24 | 189K | 960 | 930 | 315 | 170 | French | K-5 | 5 | 1 (N.L.R.A.P. funded) | N.L.R.A.P. French Resource Specialist | Tax Levy N.L.R.A.P. Pupil Pers. Ch. 720 NIE Grant Title VII |
| 24 | 26,000 | 24 | 81Q | 1,200 | 476 | 150 | 245 | Italian | 1-6 | 6 | 3 (1 N.L.R.A.P. funded) | N.L.R.A.P. Italian Resource Specialist | Tax Levy N.L.R.A.P. Remedial Reading Communication Arts TELE Title VII |
| 28 | | 30 | 82Q | 480 | 360 | 360 | 70 | Spanish | K-4 | 2 | 1 | N.L.R.A.P. Spanish Resource Specialist | Tax Levy N.L.R.A.P. Title I |
| 30 | 22,200 | 26 | 166Q | 1,047 | 400 | 210 | 66 | Greek | 1 | 1 | 1 (N.L.R.A.P. funded) | N.L.R.A.P. Greek Resource Specialist | Tax Levy N.L.R.A.P. Ch. 720 Title VII |
| 32 | 16,000 | 18 | 274K | 1,400 | 1,300 | 420 | 420 | Spanish | K-5 | 12 | 2 | N.L.R.A.P. Spanish Resource Specialist | Tax Levy N.L.R.A.P. Title I |

*All student figures are approximate as per information collected in the interview process.

RATIONALE FOR SITE SELECTION

Reportedly, all six sites were selected according to the following criteria:

1. schools with LEP populations reading below the national standard for their grade;
2. schools with a large number of students whose home language is other than English;
3. schools serving families with Title I eligibility income levels;
4. schools showing commitment to the program as demonstrated by the tax levy positions granted to the project;
5. teacher training needs in the operational methodology of developing reading skills by means of a native language approach;
6. cooperativeness of decentralized district personnel with a centralized training program;
7. schools with substantial representation of the various linguistic populations which the program proposed to serve;
8. recommendations made by the C.S.D. and the Parent Advisory Committee.

STUDENT ELIGIBILITY CRITERIA

Eligibility criteria for participation in the program included:

1. a score at or below the 20th percentile on the Language Assessment Battery (LAB);
2. parental consent;
3. teacher judgment.

All students benefiting from the services offered by the N.L.R.A.P. were participants of self-contained bilingual programs at each site.

TARGET POPULATION

As previously stated the N.L.R.A.P. project was designed to offer direct services to teachers. Indirectly, LEP students' reading skills would increase proportionately to the improvement in teaching methodologies.

Most of the forty bilingual teachers and eight educational assistants who participated in the project were either new to the New York City School system or in need of training in reading in the native language approach.

PROGRAM STAFF

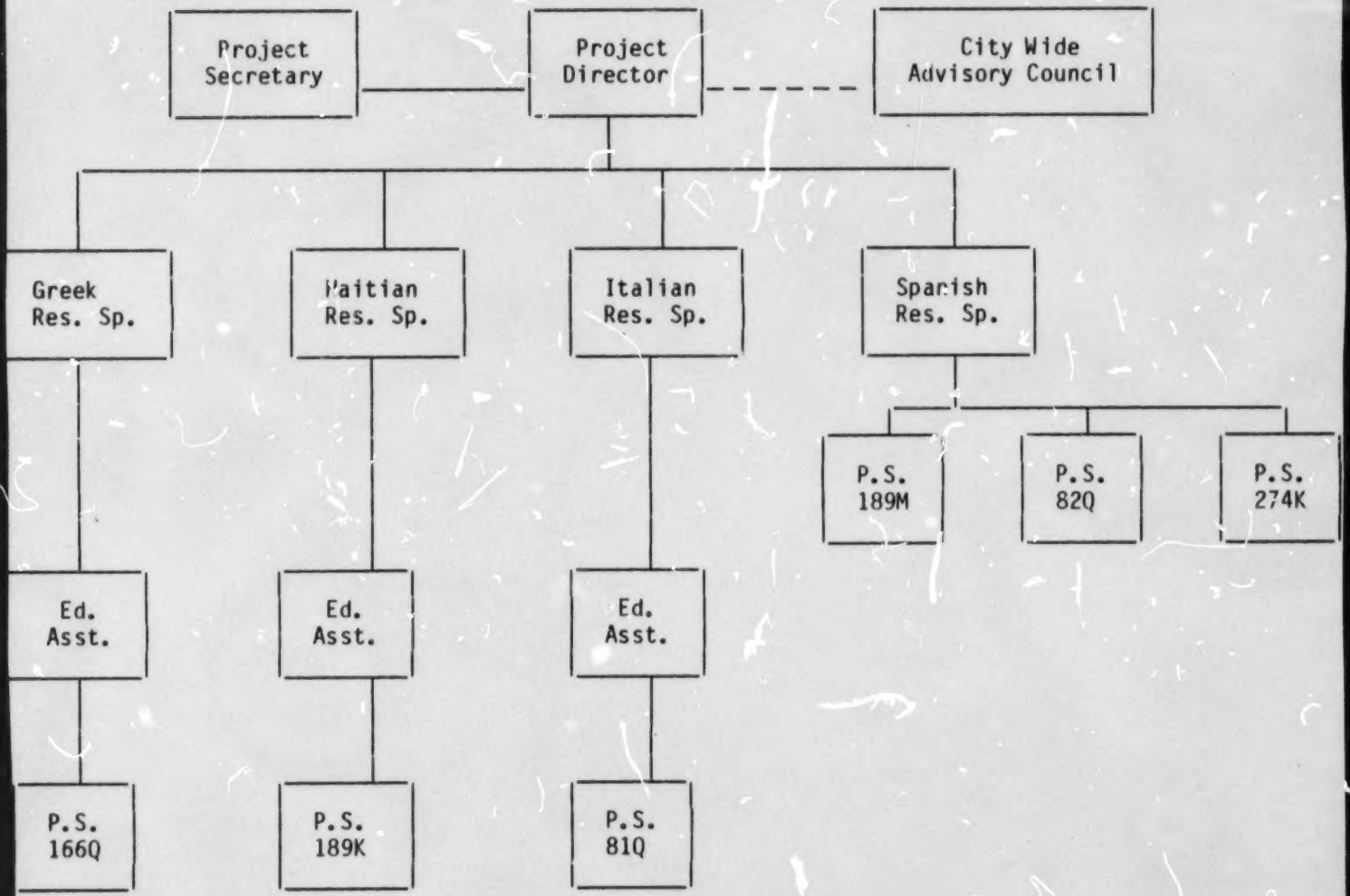
As proposed, the program staff members provided services both centrally and in the participating schools. The existing staff positions offering services to the target population, funded by this Title VII grant are as follows:

| Position | Tenure in Assignment | Responsibilities |
|---|---|---|
| 1 Project Director (1 FTE) | Dec. '80 - present | Supervises all pedagogical and non-pedagogical personnel. Is responsible for all instructional and staff development activities. Analyzes all assessment data and prioritizes resource specialists' assignments and training activities. Designs activities and trains staff for carrying out such activities. Visits districts and schools to meet with superintendents, supervisors, and principals for |

Program Staff (continued)

| Position | Tenure in Assignment | Responsibilities |
|---|---|---|
| | | articulation purposes. This being a central board based position, the director is also charged to offer training in her area of expertise to other districts, not identified at the time of the proposal, serving the target LEP populations. |
| 4 Resource Specialists (1 FTE each) | | Coordinate the program's operation at each site. Conduct workshop and other in-service training for teachers and educational assistants. Take charge of acquiring and coordinating resources and materials. |
| Greek (1) | Sept.'80 - Feb.'81 | |
| Italian (1) | Sept.'80 - present | |
| Haitian (1) | April'80 - present | |
| Spanish (1) | April'80 - present | |
| 2 Educational Assistants (1 FTE each) | | Assist and facilitate the instructional process. Work in close cooperation with the classroom bilingual teachers at the site under the supervision of their respective language resource specialist. Due to negotiated increases in salaries the proposed five positions were reduced to four. |
| Greek (1) | Sept.'80 - Feb. '81 | |
| Haitian (1) | May'80 - present | |
| Italian (1) | March'81 - present | |
| 1 Secretary (1 FTE) | | Performs secretarial and clerial functions including the processing of the time sheets and travel disbursements. |

Chart 1. N.L.R.A.P. Project staffing, training sites, and lines of communication.



## II. THE IMPLEMENTATION OF THE PROGRAM

This is the second year of a three year funding cycle. The project did not get into full swing until late fall 1981. Multiple factors contributed to the delayed functioning of the program. The most salient one being the short tenure held by each of the successive project directors. Since its inception the program has had three directors, each one an individual with definite philosophies of education and implementation of the proposed program. The first director held the position from November 1979 through April 1980. The successor was an acting director who was given the responsibility of supervising this project in April 1980. At that time he started to hire the staff that was to implement the program on site. Being responsible, however, for several programs he was unable to give the N.L.R.A.P. his fullest attention. In reality the full responsibility of directing and supervising staff activities materialized only under the administration of the present director.

As stated under program staff, two resource specialists were hired in April 1980, and two in September 1980. Each of the resource specialists had been assigned as of the date of hiring to give direct services to the schools. Initial visits were made by the director and resource specialists to each of the sites to discuss the program and begin to plan activities for the year. The sites visited and whose needs were assessed during FY 79-80, were revisited for administrative purposes only. These initial visits were followed by a teacher workshop at which time each participating teacher completed a needs assessment form. The

results of this needs assessment were tallied, shared with the respective principals and training priorities were thus established for the coming school year.

In keeping with the educational objectives listed in the proposal, the resource specialists are charged with the following on-site activities:

1. provide demonstration lessons in native language reading;
2. diagnose various teaching techniques and offer practical suggestions for field implementation;
3. analyze the reading programs administered by the participating bilingual teachers in order to gauge their effectiveness;
4. coordinate the efforts of the educational assistants in conjunction with the classroom teachers and make recommendations as to college courses of study;
5. select, review, and purchase curriculum materials in cooperation with the classroom teacher;
6. adapt or develop materials in the native language that relate to reading in the native language, cultural heritage, and special holiday activities for classroom use;
7. provide on-site training for parents;
8. develop and deliver in-service credit courses.

Depending on the dynamics of the interpersonal relationships and scheduling limitations, the resource specialists offer training either on a one-to-one or group basis. The program has assumed an individualized approach. Each of the resource specialists functions rather independently, applying individual resources and materials to serve the varying needs of the schools, teachers, students, and communities to which they are assigned. Though each of the resource specialists carries out similar activities, the training approaches differ at each site. Therefore, each language component will be discussed separately.

Each resource specialist has been assigned to work three full days at their respective public school site. The two days that they are not on site, are spent at the project office. Time is set aside weekly for staff meetings, training workshops, and clerical responsibilities. Individual resource specialists and the project director, being a part of the Central Board Staff, are also assigned to work on special projects of city or state-wide application. (See the section on Other Activities.)

The educational assistants are field based 90 percent of the time. They attend all on-site training workshops, observe all demonstration lessons, spend individual time with the resource specialists, and support the teachers' efforts in implementing the native language reading approach.

THE GREEK LANGUAGE COMPONENT

This component has suffered from many staffing problems. The person originally hired as a resource specialist did not meet the needs of the staff nor the students at P.S. 166Q. Although the resource specialist was an experienced teacher trainer, this particular job requires specialization in the teaching of reading in Greek -- a background she did not possess. Secondly, the Greek component serves a total of 70 children and did not merit a full time resource specialist, in light of the fact that the Spanish resource specialist was serving approximately 1,000 students. It was felt a 50 percent position would be able to provide the necessary services. As a result, the person was terminated in February 1981 under the administration of the present project director. In addition, the paraprofessional had to resign her position due to ill

health as of February 1981. Great efforts have been expended to identify suitable replacements. A resource person, who meets both with the approval of the public school principal as well as the project director has been identified. To make up for the past lack of services she will be working over the summer months in developing a Greek language reading test and designing fall activities. As of September 1981 she will be based on site. As a consequence this component will not be fully operational until the following academic year.

The staff at P.S. 166Q welcome any training that can be made available to them. Good communications exist between the school principal, teachers, and the project director. This much needed articulation has already resulted in the scheduling of fall activities. Such activities are to include on-site training of teachers, E.S.L. training for parents, and parental workshops on how they may help their children at home and on how they may get more involved in school activities. All concerned seem highly motivated and there is every indication that this component has overcome its difficulties.

THE HAITIAN COMPONENT

At P.S. 189K one sees bilingual education at its best. Despite the urban decay surrounding the school site and the restoration needed on the inside, children are involved in reading activities in both French/Creole and English as soon as they enter the program. Much of it is due to the commitment that the school administration holds for bilingual education and a lot is due to the importance that the resource specialist at this school places on interhuman relationships. His in-

dividualized approach in dealing with the staff has resulted in some excellent team teaching situations where staff members work in their area of competence while training is provided on a one-to-one basis in the weaker areas. The resource specialist spends three days weekly on site working with five teachers in grades K-5 and one educational assistant funded by this project. This educational assistant spends one hour every day in each classroom working with small groups of five to fifteen students carrying out reading activities in the native language.

Training activities here have included lesson demonstrations, classroom management techniques, approaches on how to motivate students, working with parents, evaluating, purchasing, and training in the use of new materials, curriculum development, and the establishment of a parental lending library.

THE ITALIAN COMPONENT

The majority of the bilingual teachers at this school (P.S. 81Q) hold at least one advanced degree in either bilingual education or in the teaching of English to students of other languages (TESOL).

The resource specialist visits the school three times weekly and works with individual teachers primarily in the adaptation of curricula and materials for classroom use. There is a great need for materials' development since the commercially available ones have been developed for use in Italy, whereas the students attending this school come from varying backgrounds and are primarily competent in their individual dialects. This need for materials' development surfaced upon the administration of the needs assessment form given at the inception of this component. As a result, the resource specialist has developed reading resource and

cultural materials for classroom use. In addition teachers have received demonstration lessons, as well as on-site workshops. Additionally, each classroom teacher has welcomed the monthly resource packets developed for their use.

As stated previously most of the instructional staff have advanced degrees and feel that they have been trained sufficiently. In addition, the school enjoys the full time services of an Italian resource teacher funded under another Title VII grant. The school also offers a very well organized pull-out E.S.L. program, a remedial reading program, an Intracultural Communication Arts program, and a bilingual 3-6 pull-out program. Because of this abundance of services the N.L.R.A.P. has identified in addition, two parochial schools located in this district which have LEP populations -- St. Agatha and St. Aloisius. The ground work was done this year to provide these schools with services in 1982. Next year the Catholic Dioceses has requested that services be made available to St. Athanasius as well. A plan of activities for the coming school year has already been developed.

The resource specialist has devoted a great deal of time in working with the parents at P.S. 81Q, meeting with them at least once a month. Her contribution in this area has been very welcomed and greatly appreciated.

The Italian educational assistant funded under this program was not identified until March 1981 due to the difficulty of finding a person competent in the area of reading in Italian. She now works full time at this site, working one hour daily in small group instruction at each grade level.

THE SPANISH LANGUAGE COMPONENT

The Spanish component operates in three schools. The resource specialist is scheduled to spend one day at each site weekly.

At P.S. 189M there are 14 teachers receiving training. Their academic backgrounds vary considerably and the resource specialist has made the training of the least experienced teachers her number one priority here. She also meets with all the bilingual teachers weekly during the lunch prep to keep abreast of individual and group needs. Subsequent to these meetings, she designs the necessary activities to meet the expressed needs of the staff. At this site several successful parental workshops as well as many informal meetings with parents have been held. The school administration feels that more parent training is needed. It would be advisable to have a parental meeting room here, where parents could congregate for daily training activities. Unfortunately the school does not offer the physical capability to absorb such an activity. Every room in the main building as well as the annex is utilized to its fullest potential. Parent activities could however, take place after school or at a neighboring site.

At P.S. 82Q there are two bilingual teachers for grades 1 and 2, and grades 3 and 4. Only limited E.S.L. services from a monolingual person are available to students in grades 5 and 6. The monolingual kindergarten teacher has the services of a full time bilingual Spanish educational assistant. This school is quite old, very overcrowded, and offers very limited physical facilities. Every room is utilized. Physical education activities can only take place outdoors and the auditorium has been partitioned to make room for additional classroom

space. The staff of this school with its increasing LEP population can use every bilingual resource available. Native language materials for all the content areas as well as training for the classroom teachers on the adaptation of existing commercial material is needed in order to meet the students' instructional level. Because of conflicting schedules, the resource specialist has been able to offer only limited services to this school. They have included demonstration lessons, distribution of reading and bulletin board materials, dissemination of information, workshops as well as informal meetings with parents.

Services at P.S. 274K, rendered by this project, began in December 1980 with the arrival of the present project director. There are 12 relatively new teachers and 2 educational assistants who have received training at this site. The training here, as at P.S. 189M, takes place during the lunch prep or in the individual classrooms. The resource specialist relates very well with the staff and is welcomed here by both teachers and parents with whom she meets informally in the parent meeting room. Aside from the training of teachers, the resource specialist has also been involved in the evaluation of materials and working individually with students when the situation warrants. This school which is more than 70 percent Hispanic, suffers from great student mobility and would benefit greatly from the services of a community neighborhood worker, as well as from the full-time service of a resource specialist to work with all teachers dealing with bilingual students in improving their reading skills. In one of the classes visited, only two of the thirty-five participants had been successful in passing the LAB after two years of bilingual instruction.

OTHER ACTIVITIES

As previously stated the staff spends three days in the field and two days at the Central Board location, where they are involved in many activities which provide services on a city-wide basis.

The French/Haitian resource specialist has:

1. presented at numerous conferences, including the one sponsored by the New York State Bureau of Bilingual Education;

2. collaborated in the development of the Curriculum Standards in Native Language Reading for grades 4 and 7;

3. been involved, together with staff from the Bank Street College in formulating a working philosophy for training in the acquisition of Creole/French;

4. co-chaired the Pan American heritage week, organizing workshops and contributing to the development of materials for this city-wide function;

5. disseminated project developed materials through workshops provided to other districts serving Haitian populations.

The Italian resource specialist has:

1. developed in collaboration with the Italian resource specialist of TELE, an Italian heritage and culture week resource unit;

2. developed numerous leaflets for dissemination to parents;

3. compiled Italian creative writing packets for various elementary grades which were disseminated city-wide;

4. given numerous presentations at local conferences and workshops such as:

   --March 13 to Project Awareness, Education and Involvement staff

   --April 22 to the National Catholic Educational Association Conference

   --April 30 to the Resource Staff of the Comprehensive High School Bilingual Program

   --May 8 to the students of Roosevelt High School

5. participated in the Career Conference for bilingual high school students and counselors held at Teachers College, Columbia University.

The Spanish resource specialist has also provided workshops to other districts not included in the proposed project and has:

1. given a workshop after school for 18 teachers from districts 19, 7, 4, and 18 on the topic of "Teacher Training through Materials Development";

2. given two workshops to District 19 staff on the topic of Spanish Reading Readiness;

3. edited the city-wide curriculum standards for the promotional policy for grades four and seven;

4. translated New York City Board of Education circulars on educational policy;

5. contributed to the translation of the Instructional Management project for the Communication Arts;

6. developed various curriculum materials for classroom use on the topic of reading readiness, mathematics, and topics of cultural interest;

6. been working as of May '81 almost exclusively on the Grade Advancement through Enrichment Skills (GATES) Program -- a project designed to help students who failed the reading criteria of the City's promotional policy.

Additionally, the project director has been called upon to provide city-wide teacher training. She has provided:

1. a 15 session in-service credit course for bilingual teachers in Districts 3 and 6 respectively, on the topics of:

   --Mainstreaming Handicapped Students into a Bilingual Setting

   --Native Language Development through the Content Areas;

2. a workshop in C.S.D. 19 for new teacher trainers and bilingual coordinators on "The Observational Skills for the Teacher Trainer" showing how to analyze different teaching styles and how to accept the validity of teaching styles that differ from one's own;

3. four workshops for C.S.D. 12 staff on:

   --Values Clarification in the Classroom

   --Language Development in the Early Grades

--Observational Techniques for the Classroom Teacher

--Creative Writing in the Early Grades.

Because of previous experience with mainstreaming students in an experimental pre-kindergarten program the project director also served as the liaison between the Office of Bilingual Education and the Division of Special Education to meet the needs of LEP students for special education services.

## THE INSTRUCTIONAL APPROACH

The N.L.R.A.P. has taken into consideration the needs of individual students in the area of reading in the vernacular. Students are assessed differently on each site and each class is treated according to assessed needs. Stress is placed on developing reading skills in the content areas primarily (except in the Haitian bilingual program where there exists an intensive language arts program) and on the development of writing skills. Material's development and in-service training follow the sequence of skills development as established by the assessment instrument administered in the fall of 1980.

Mainstreaming is the stated goal of the program. Once students are successful in passing the twentieth percentile of the LAB, they exit the program, unless there is parental consent to the contrary. Students receive E.S.L. instruction and content-area instruction in their language. There is no stated time allotment for instruction in the native language, though in most classes visited there exists a one hour daily minimum for those in need.

STAFF DEVELOPMENT

Staff development activities included in-service training and on-site individualized training provided by the project director.

The staff is highly experienced; they each hold appropriate licences for the functions that they are performing and were already in pursuit of acquiring additional graduate credits when hired by the project.

Only one staff member has taken advantage of the tuition remission policy by taking courses at the Bank Street College in the Department of Educational Supervision and Administration. She has successfully completed coursework in curriculum development and teacher training.

All staff members have been encouraged to participate in the training that is made available through local, state, or national conferences. To this end the project absorbed the traveling and living expenses of two resource specialists who wished to attend the New Orleans Conference on Special Education.

PARENTAL INVOLVEMENT

As proposed, the N.L.R.A.P. has as one of its major concerns the involvement of the parents of linguistic minority children in the education of their offspring. To achieve this objective, the resource specialists planned parent/community workshops during or after school hours. Parents were also invited and welcomed to attend the program's in-service workshops as well as to participate in trips and other cultural activities.

A city-wide parent advisory council had been established prior to the inception of this project, as is the case with all Central Board

Programs. During FY 80-81, it met four times. The majority representation of this city-wide council is Hispanic. The project is directly represented by a Haitian parent, whose child is presently matriculated in the program. The first meeting, held on October 29th was of an organizational nature. The second on January 27th dealt with the incorporation of the parental recommendations to the FY 81-82 program. At the parents' request the third meeting, after inauguration of the new national administration, dealt with the future availability of funding for bilingual programs. At the fourth and last meeting of the year parents were apprised of program progress for FY 80-81. It is hoped that next year the project will be represented by four project parents on this council, one for each linguistic population being served.

Each resource specialist developed a form to gather information assessing the parents' need for training. The outcomes of the parental needs assessment were shared with the school administrations and priorities for future training were set. According to individual needs each resource specialist has met with parents either individually or in group format. After each workshop, parents were asked to complete an evaluation form, to see whether the workshop had met their expectations.

A lending library was established at P.S. 189K for the parents of participating students which has met with much success. The fact that the parents are using the program library is proof positive that they are interested in their children's academic success, since most of the parents do not live in the immediate neighborhood. P.S. 189K operates as a magnet school for C.S.D. 17, and parents have to travel some distance to avail themselves of this resource.

The Italian and Spanish resource specialists have developed a variety of materials for parental consumption, such as:

--Come aiutare i nostri figli a leggere usando l' ambiente famigliare, la comunita

--Che cosa insegnare al vostro bambino

--I dieci comandamenti di una buona disciplina

--Recetas para la lectura en el hogar

As a result of conversations with the school staff at the individual sites and with available parents, it can be stated that the parental involvement has been very well received everywhere. In fact, the principals' major concern, especially at P.S. 166Q, was that next year there be training available for parents of LEP students.

## III. CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

The program implementation information was gathered through intensive on-site interviews with principals, available teachers, parents, students, and resource staff affecting students' progress in this project. Since this evaluation was scheduled for the end of the spring term, it was extremely difficult to coordinate schedules with classroom teachers, so as to provide ample time for classroom visitations. An attempt was made to visit at least two classrooms at each site where the program was being implemented at the time of this visit, which took place the first two weeks of June.

In 1980-81 the N.L.R.A.P. entered its second year of operation. This year brought the appointment of a permanent director and program implementation was far more complete than it had been in the program's first year. However, several problems persisted. Three positions were assigned to perform duties not directly related to the program, and program staff were frequently given assignments which did not fall within the scope of the N.L.R.A.P. Again in 1980-81 no data were submitted on student performance, although much of the data were indeed collected. The failure to submit data may have been the result of the many responsibilities assigned to the existing staff. It is hoped that these problems will be resolved in the future.

A centrally based program such as the N.L.R.A.P. has many advantages and disadvantages:

The advantages are:

1. it offers many districts a resource that would otherwise be unavailable; since LEP populations tend to congregate in very definite areas, it would overtax the resources of a single school to offer such specialized training;

2. all administrators interviewed concurred that if funding were made available to them, they would continue the program; however, none of the sites at the present time have the financial ability for absorbing the program;

3. all staff and administrators agree that training in reading in the native language is sorely needed;

4. the N.L.R.A.P. staff, excluding the one from the Greek component, is highly competent and has fit very well within the individual school structures; they are not restricted by school scheduling conflicts and can devote their attention full time to the project when on site;

5. the N.L.R.A.P. staff can draw upon many resources to meet individual teacher needs, not normally available to local school staff because of the limited resources available at the site and scheduling conflicts;

6. because of this broader exposure the curriculum materials developed have served a much larger attendance area and can be used to train and meet teacher needs city-wide;

7. since the N.L.R.A.P. staff are not classroom teachers they tend to be perceived by the parents as peers, which has its rewards in the very successful parental involvement component; over 30 parents have attended each workshop;

8. because of the competencies held by the present staff, staff development has been very cost efficient;

9. having a resource specialist for each language group is very advantageous since each resource specialist is familiar with the needs and idiocyncracies of the particular group with which they are working and can deal with it within its cultural context.

The disadvantages are:

1. program implementation is very difficult since neither the director nor the resource specialists hold supervisory responsibility over the personnel to be trained;

2. each school administrator interprets the program's objectives according to the needs of their respective school populations, sometimes making demands on or developing expectations of the project that fall outside the project's scope or focus;

3. much time is spent on organization, articulation, coordination of schedules, communication, and dissemination of information;

4. being centrally based the staff were frequently given responsibilities which were not directly related to the N.L.R.A.P.

RECOMMENDATIONS

It is recommended that:

1. the project be staffed as funded;

2. staff responsibilities be limited to those directly related to the project;

3. an attempt be made for data collection so as to measurably demonstrate student achievement in reading skills due to the Native Language Reading Approach Program;

4. all program staff articulate their planned activities to the school principals so as to allow for the incorporation of the latters' input;

5. the Greek resource specialist position be reduced to 50 FTEs, and that the resulting surplus be used to add at least one half time Spanish resource position so as to equalize the instructional loads, and make this component available on a more than once a week basis where needed;

6. the monies spent for the position of the Greek educational assistant be diverted to P.S. 274K; this school appears not to have any other sources of funding;

7. another site be substituted for P.S. 81Q; since as stated earlier, the school enjoys the benefits of many programs; the activities designed by the Italian resource specialist are well under way and their implementation can be directed on site by either the school principal or the school bilingual resource teacher;

8. should monies be made available a Haitian community neighborhood worker is needed at P.S. 189K, where the parents are eager to be involved and the school lacks such supportive services;

9. efforts be made to have a resource specialist available at P.S. 82Q at least once a week;

10. after school parental training be made available for parents at P.S. 189M;

11. a Greek parental training component be developed over the summer months to begin in September 1981;

12. the project administration and staff be encouraged to continue in their present assignments.